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JANUARY 1, 1934

An Inside Look at Hawaii's Schools
WILL C. CRAWFORD

The Teachers College Movement — LESTER K. ADE

Tribute to an Understanding Teacher
VIDO PERRY ARMSTRONG

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WILLIAM H. HOLMES

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The Editors Say...

You would never guess from this column how modest we really are.

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•

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An Inside Look at Hawaii's Schools

By WILL C. CRAWFORD
Superintendent of Public Instruction
Territory of Hawaii

Education in our mid-Pacific islands has its peculiar problems and opportunities, as set forth in this clear, authentic story.

WHERE is Hawaii, and what of it? This question about sums up the attitude of many Americans toward the territory of Hawaii. The average citizen thinks little of this isolated territory except to casually notice it as a mere dot on the map of the Pacific Ocean and to half believe that in this "Paradise of the Pacific" everyone wears a hula skirt and lolls under the cocoanut trees on Waikiki Beach, strumming a ukulele. When it is known that these bizarre ideas are not even half true, what is there left to know about Hawaii?

One feels the desire to write at length, describing Hawaii as it really is, but as this article is concerned with public education in the Territory, I shall merely refer to several good books on Hawaii* and say in passing that the Territory of Hawaii is the youngest unit of the American Commonwealth, having been taken in as a Territory in 1900 after several years of voluntary treaty negotiations between the United States Government and the Kingdom of Hawaii. (Republic of Hawaii, 1898-1900.)

The Territory comprises a group of eight main and several smaller volcanic mountain top islands situated approximately 2,000 miles West and South of San Francisco. Resting on the trade routes joining the United States with the Orient and Australia, Hawaii is rightfully called the "Cross Roads of the Pacific." At a latitude ranging from 19 to 22 degrees, the climate of these semi-tropic islands is very pleasant, being cooled continually by the northeast trade winds, which allow the temperature in Honolulu to vary only slightly from about 65 to 85 degrees. (Some people are good enough to say that Hawaii has the climate advertised by California and Florida.)

The Island of Hawaii, which is the largest of the territorial group, is approximately 300 miles in circumference. The Territory as a whole has an area of 6,435 square miles, which is about equal to the combined areas of Connecticut and Delaware. The population of the Territory, according to the 1930 census, was 368,366, which is larger than the population of the following states: Vermont, Delaware, Wyoming and Nevada. (Last year the Territory paid into the Federal Treasury more income taxes than seventeen states.)

The government of the Territory is typically American, and is similar to mainland states, except that the governor and the circuit judges are appointed by the President of the United States instead of being elected.

Just as the European immigrants settled throughout Continental United States and gradually developed it into what we call our American Commonwealth, so similar groups of settlers, mostly from the Orient, have developed, under the leadership and guidance of early American missionaries from New England, an American Territory in the middle of the Pacific Ocean. These people were encouraged to come to Hawaii as workers on sugar plantations. They included Germans, Russians, Spaniards and Portuguese from Europe, as well as Chinese, Japanese, Koreans, and Filipinos from Asia.

And so, instead of enrolling in our public schools such common mainland "American" names as Bamberger, Kasparek, Kohlhas, Jankovitch, Schwartz, Sosniski and Varratti, representing various European ancestries, we find instead such names as Kawaha, Gabaldon, Chun-Hoon, Nakamura, Rodrigues and Scott, representing Hawaiian, Filipino, Chinese, Japanese, Portuguese and other Caucasian ancestries. Thus, informally, have we wandered into the public schools of Hawaii. Let us look around.

We find a modern American system with approximately 2,600

* Kuykendall, Ralph S., "A History of Hawaii" (should be in every school library); Alexander, William D., "A Brief History of the Hawaiian People"; Taylor, Albert P., "Under Hawaiian Skies."

teachers and 80,000 students who attend regular elementary, junior and senior high schools, housed in comfortable buildings, with up-to-date equipment. The teaching program is similar to that of better systems on the mainland, with emphasis on every-day activities and problems of local youth. Progressive education is at home in Hawaii. As in several states, requirements for teaching certificates include graduation from a four-year teachers college. Public schools are supported entirely by territorial and county revenue and receive no aid from the Federal Government except the usual State allotments for vocational education. As a matter of fact, the schools of Hawaii are quite like their neighbors on the mainland, except for the centralized system of organization and the interesting racial, social and economic problems. Let me tell you briefly of these differences.

History

To explain the present system of centralized control, it is necessary to get a brief historical background, as the form of most institutions is determined, to a large extent, by their beginnings. While Hawaii as an American Territory is new (1900), its school system has been in existence for over one hundred years. One of our public high schools last year celebrated its centennial. In the gold-rush days of the 1850's, it was not uncommon for California children to be enrolled in Hawaiian schools, which were the best west of the Rockies, and which were more easily accessible than Eastern schools separated from California by a continental wagon trip or a sailing journey around Cape Horn.

Schools Under the Kingdom

Kamehameha I conquered the various islands and brought them together into the Hawaiian monarchy by 1796. He proved to be a wise and able leader and soon recognized the need of education. New England missionaries arrived at the psychological moment in 1820 and were offered every encouragement by the king in the development of schools. The new educational opportunities appealed especially strongly to the Hawaiian adults, with the result that for almost ten years they formed the largest part of the school enrollment. By 1831 schools were established on American methods, and since that time education in Hawaii has kept pace with American example. In 1841 school laws were enacted, with royal agents on each island. School attendance was made compulsory from ages four to fourteen. In 1846 the Department of Public Instruction was organized and placed under the control of a minister of education. This department has continued in authority ever since, except that under the Territorial Organic Act of 1900 the control of the department was turned over to a superintendent of public instruction and a board of education.

Department Organization

Just as on the mainland, the present system of school district control developed from the New England town unit and is therefore highly decentralized, so the Territory's centralized system grew naturally from the unified monarchical control. We are proud of our centralized organization, which we believe to be both efficient and economical. It eliminates the unnecessary over-head and confusion of many separate boards of education and administrative officers and, at the same time, guarantees a single standard of excellence for all schools, both rural and urban, in such matters as buildings, equipment, teacher certification, salaries and educational program. It provides all of the city educational opportunities for every country child, and thus helps tremendously in solving the rural problem. Our school organization has been rated as excellent by several prominent American educators who have made local surveys.

Inter-Island Supervision

The centralized system presents some interesting supervision problems. The Territory is divided into seven districts. Over each is an assistant superintendent or supervising principal. The superintendent has an interesting schedule of school visits involving eight islands, scattered over a distance of several hundred miles. Excellent steamer and airplane service makes inter-island trips comfortable and fast, while good auto roads are available on each island for most schools throughout the Territory. A few schools are still reached by horseback or sampan (Japanese fishing boat).

Americanization Program

Just as the schools on the mainland for many generations have been developing Americans from children of European immigrants, so the schools in Hawaii are helping to guide young American citizens of many Oriental ancestries in the intricacies and contradictions of American freedom and democracy. Coming as they do from a racial and religious background that teaches reverence to ancestors, blind obedience to elders, imitation of and compliance with ancient customs, and repression of the individual for the good of the group, is it any wonder that Hawaii's children notice the lack of old tradition in American life, and are confused by the apparent absence of reverence for things ancient and venerable? These children are inclined to go to the opposite extreme and interpret American freedom as license. This often results in premature rebellion from family control, which naturally upsets the parents who are as slow as the children are quick to accept American standards.

Into this breach the teacher enters with her knowledge of both occidental and oriental cul-

tures, and guides the young American into seeing the necessity of retaining the good of the old, while learning the real meaning and implications of American life. This is no mean task for any teacher and makes her work interesting and challenging.

Home Life

Fortunately, the children's home life fits into the teacher's plan. For here in Hawaii there is no "China Town" or "Japanese Village" similar to what might be found on the mainland, where foreign immigrant units tend to live in seclusion in particular city districts, and there maintain their old country customs, language and religion. In Hawaii, although the various groups are comparatively young, we find them intermingled and living together in peace and harmony. American citizens of Hawaiian, Japanese, Chinese, Filipino, Portuguese and other ancestries live as neighbors, and through the regular and usual intercourse of language and civic problems learn to understand and therefore like each other. Every public school throughout the Territory is simply a typical community school in which the children of many ancestries mingle freely and grow up naturally.

Language

As in other American communities with a large immigrant population, one of the most difficult problems of Hawaii's schools is language. Many children come from homes where English is not the usual language, and the teacher then faces the dual problem of comprehension and instruction. To complicate the problem, the field language on the plantations among the alien laborers of the first generation was, and to a large extent still is, a strange polyglot of everything, commonly called "pidgin" English. This spread from the fields to the home and even to everyday business, and is still persistent. It is very difficult to dislodge because it is so simple and

WILL C. CRAWFORD

expressive. The teachers themselves become accustomed to, and accept, many colloquial expressions, which further complicates the situation. The struggle to develop good English is therefore a constant and serious problem for the schools of Hawaii.

Vocational Guidance

Another difficult problem is that of vocational guidance for Hawaii's young American citizens, most of whose parents came to the islands as manual laborers in the sugar cane fields. The first desire of these honest, hard-working people is to help their children to get past the common labor level into something more "genteel." Thus they interpret American freedom and democracy, and are willing to slave and scheme in order that their children may have educational opportunities of high school and even university training, with naive faith that a school diploma will somehow bring social and economic success.

Unfortunately, however, the industrial set-up of the Territory is largely agricultural, and the question naturally arises as to whether the great mass of young people can find employment outside of the sugar industry and, if so, where agriculture will secure its workers. The question is being attacked from two angles. The schools are guiding children and their parents to see that all cannot hope to succeed in the professions and that there are real opportunities in agriculture if young people are willing to study and prepare themselves. On the other hand, plantations are changing their labor methods and instead of using so much day labor, work is being mechanized and is being done more and more by the contract system, either in the care of certain areas of cane, or by certain types of work such as planting, cutting, harvesting, etc. Skilled mechanical positions and agricultural contracts offer better occupational opportunities for young people, and allow them the necessary degree of economic and social independence which they desire. Thus the schools are co-operating with both the home and industry in developing a sane program of vocational guidance. Unbiased facts are presented which will help students to properly evaluate their occupational opportunities and, at the same time, influence industrial leaders to understand and encourage the new generation.

Teaching Staff

With the complicated cultural, language and vocational problems confronting these young Americans of Hawaii, the teacher faces a real challenge calling for superior ability and training. The department has gradually raised the standard of teacher preparation until now graduation from a four-year teachers college is required for elementary teachers and a fifth year for secondary teachers. In addition to pre-service training, every encouragement is given to professional improvement of teachers in service through school study groups, university extension, etc.

To be effective, the teacher must have a sympathetic understanding of the cultural background of both the Occident and the Orient. She must have unusual initiative and resourcefulness in leading young people to see their own problems and in helping them to work out their own solutions.

Hawaii is proud of its teachers who, although all are American citizens, represent many racial cultures. With a dominance of teachers who have received their training on the mainland, our staff contains those with such ancestries as Hawaiian, Chinese, Japanese, and Portuguese. These people all work together happily, and by their own lives and teaching lead both the old and new generations into a new common civilization which is American.

Indeed, many lessons are being taught here in racial and cultural understanding and sympathy, which might well be studied in other parts of the United States. Just as eighty years ago Hawaii offered educational opportunities to residents of old California, so now we invite all Americans to join with us in working out a better program of American education.

The Teachers College Movement

By LESTER K. ADE
Principal, State Normal School
New Haven, Connecticut

The rise of the four-year college for the preparation of teachers is interestingly traced and analyzed.

PERHAPS one of the first questions to be raised in connection with the topic entitled "The Teachers College Movement" will be a definition of a teachers college. The American Association of Teachers Colleges have set out quite clearly this definition. In setting up standards for accrediting these institutions they have stated: "A teachers college is a state, municipal or accredited private institution or an independent unit of a recognized college or a university which has at least one four-year unified curriculum; which is devoted exclusively to the training of teachers; which has legal authority to grant a standard bachelor's degree; which has granted and continues to grant such degree; and which requires for admission the completion of a standard four-year high school curriculum, or an equivalent training approved by this association."

You will note in this definition that there are five essential qualifications for a teachers college. First, the institution must be devoted exclusively to the training of teachers. Second, the institution must have at least one four-year unified curriculum. There is nothing in this statement which says that the teachers college may not offer other curricula which are not four years in length. Third, the institution must have legal authority to grant a bachelor's degree. Fourth, the institution must have granted and continue to grant such a degree. Fifth, the college shall require for admission the completion of a standard four-year high school curriculum or its equivalent.

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The teachers college movement actually had its beginning in Albany, New York, in 1890, with the reorganization of the normal school there which had been established in 1844. On the basis of the standards of the American Association of Teachers Colleges, from 1890 to 1911 there were six teachers colleges established in this country as follows: the New York State College for Teachers at Albany, 1890; the Michigan State Normal School at Ypsilanti, 1890; Iowa State Teachers College at Cedar Falls, 1903; Illinois State Normal University at Normal, 1907; Indiana State Normal School at Terre Haute, 1908; and the Colorado State Teachers College at Greeley, 1911.

•

The development of teachers colleges during the period from 1890 to 1911 was relatively slow. From 1911 to 1917, however, a period of six years, there were established twenty-one teachers colleges and from that time on the teachers college movement in this country has been rapid. Normal schools all over the country offering two years of work have been rapidly merging into teachers colleges. In 1923, there were eighty-two teachers colleges offering four years of post-high school work. In 1925, of the approximately 180 state teacher-preparation institutions in this country ninety-four were legalized four-year degree conferring colleges. At the present time it is estimated that there are more than 150 recognized teachers colleges offering at least one four-year unified curriculum of post-high school work.

•

Quoting Bagley and Keith,* "The teachers college movement owes its name as well as a strong impetus to the development of Teachers College, Columbia University, under the leadership of James E. Russell . . . who became Dean of the College in 1898. Among those who have taken an active part in the transformation of normal schools into teachers colleges are: Homer E. Seerley . . . who became president of the Iowa State Normal School (now the State Teachers College) in 1886; David Felmley . . . who was for several years a teacher in the Illinois State Normal University, and who became its president in 1900; John R. Kirk . . . State super-

* Bagley, W. C. and Keith, J. A. H.: "An Introduction to Teaching." Macmillan, 1929, page 15.

intendent of public instruction in Missouri from 1895 to 1899 and since the latter date president of the Northeastern Missouri State Teachers College; and John W. Withers . . . who was the first principal of the Harris Teachers College of St. Louis, and who is now Dean of the School of Education, New York University." Two other names might very appropriately be added to the foregoing list. They are the authors of the quotation, William C. Bagley, professor of education, Teachers College, Columbia University, and John A. H. Keith, state superintendent of public instruction of Pennsylvania.

•

Some people are alarmed lest the new teachers colleges become more like the standard arts colleges and less like the old type normal schools. They need not worry. The word normal school is not self-defining, but the term teachers college is. Teachers college is a self-defining term paralleling such terms as college of medicine, law school and divinity school—all of them self-defining. In early times many intending lawyers, doctors and other professional persons attended the normal school, but this will no longer be true. The term teachers college is explicit notice to them to go elsewhere. The name teachers college emphasizes the extent and kind of work these institutions offer, indicating quite clearly that they are devoted to teacher-preparation.

The name teachers college is distinctive and perhaps calls for a somewhat different standard, yet for the most part the standards established in these new institutions ought to be comparable to those that have been evolved in the recognized arts colleges. In order to be recognized as colleges these new institutions must set up standards that will give them recognition by the traditional colleges. The newcomer in the college field cannot set aside college conventions as they have developed through centuries, and expect recognition and approval.

"The development of teachers colleges during the period from 1890 to 1911 was relatively slow. From 1911 to 1917, however, a period of six years, there were established twenty-one teachers colleges, and from that time on the teachers college movement in this country has been rapid. . . . At the present time it is estimated that there are more than 150 recognized teachers colleges offering at least one four-year unified curriculum of post-high school work."

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The teachers colleges, therefore, should address themselves to the task of standardization. This means that the teachers college must square with arts college standards with respect to (1) requirements for admission, (2) graduation standards, (3) building conditions, physical equipment and library facilities, (4) financial support, (5) academic preparation of faculty, (6) teaching load of faculty, (7) number of weeks in session per year, et cetera. These institutions may never hope to have the respect and recognition of established colleges and universities and the public in general until this task of standardization is achieved. Furthermore, distinctive teachers college standards must be established as to (1) professional preparation of faculty, (2) content of strictly professional courses, (3) adequate facilities for demonstration, (4) types of desirable laboratory school experience in teaching, (5) organization of curricula, et cetera.

Moreover, some people have thought that the arts colleges might oppose the teachers college movement; but such, in most states, is not the case. The arts colleges accept no responsibility for the preparation of teachers for the public schools or at least there appears to be no such purpose set out in their catalogues. They aim to prepare talented young men and women for leadership in general, whereas the professional education of teachers is the chief concern of the teacher-preparation institution. It has always been thus.

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In the record of the last twenty years of the teachers college movement there is much significant and substantial progress. The teachers college fully realizes the fact that it has a task committed to it second in importance to that of no other institution of higher learning in America. It will not be satisfied with students of less native ability and preparation than those found in the best professional schools and the foremost arts and science colleges of the land; neither will it be content to give instruction of any quality except that equal to the best that the colleges and universities for other professions offer. The goal of the teachers college is the adequate preparation of teachers for all the children of all the people, and the selection of these teachers from the best that our country can afford. The teachers college, therefore, will not be satisfied until these objectives are attained.

THE SCHOOLBOARD MEMBER is the outstanding figure of a representative government at its best. Thousands of him make the foundation on which public education is built. Back of the new and amazing progress of education stands the intelligent American schoolboard member.—*William McAndrew.*

Tribute to an Understanding Teacher

By VIDO PERRY ARMSTRONG
Miami, Florida

The teacher who puts himself in the pupil's place can give the lift that helps.

AN understanding teacher is a veritable bit of good fortune in the life of any child. It places him, or her, on a right mental balance toward manhood or womanhood. Without this understanding in the early formative years a child is set on the track either of desire for education, or, an interminable hate for all that it implies.

More, even, than parents, I sometimes think, does this influence of the teacher sink into the depths of the mind of the child to bear fruit in later years.

At the age of seven I was given my first command to write an essay—now called themes.

It immediately sent my mind into a wild turmoil. My teacher might as well have asked me to cross a high stone wall where there were no steps or gate to make the way easy, so far as my knowledge of how to write an essay was concerned.

But this was an unusual teacher; one with what might be called "a happy faculty." And from what I learned of him throughout many later years, this facility of understanding people was not altogether a natural gift; it was largely a self-training to look into the soul of another and there discern the why and the wherefore of the presence or absence of good judgment. It made him honored and revered by all with whom he came in contact.

A day or so later he paused beside my desk and asked:—

"How is the essay coming along?"

Abashed, I bent my head, and told him it was not coming at all.

"What is the trouble?" he asked.

"I can't write an essay," I answered, as my head sank lower.

"Tell me about something you like; and why you like it."

I only poked my finger in imaginary cracks and crevices in the desk and did not answer. I was in a panic and could not think clearly on anything. My heart beat rapidly, and I felt a choking sensation in my throat. I wished he would go away.

"Can you not think of something you like in particular, perhaps more than anything else, and tell me about it right now?" he asked in kindly, gentle tones.

"I like flowers." The answer seemed to come from me with no volition on my part, for I was still in a panic.

"All right. What kind of flowers?"

"All kinds," came again without conscious will.

After a short pause he said: "Suppose I told you that I saw some birds on my way to school this morning, and you asked me what kind, and I answered: 'All kinds.' I might be right, yet you would not have a very clear idea whether they were robins, swallows, pigeons, even wild ducks, possibly all of these. Would you?"

"No, sir," my heart still beating furiously.

"Very well. Now what kind of flowers first comes to your mind when you speak of flowers—right now, for instance?" and he snapped his fingers sharply.

"Hollyhocks!" I answered, for no reason in particular.

"All right. Do you know what sort of seed the hollyhock grows from?"

"Flat and round-like, with tiny scallops round the edges; and almost black." I was getting my courage now, this was a subject that I knew something about.

"Good! Do you know how long after planting, if conditions are favorable, before the seeds start to grow?"

I had to confess I did not know. And he confessed he did not know, either. This admission gave me still more confidence.

"I can find out," I cried, pleased as could be at being given the chance to find out something that even the teacher did not know.

I thought of an old lady who was exceedingly fond of flowers and had a lovely old-fashioned garden, and who had been largely responsible for creating in me a love for flowers. I told him of her.

"Fine!" he exclaimed. "Be sure and find out all you can and put it down on paper, otherwise you might forget some of the important things. Find out how many kinds and colors there are; what sort of soil it seems to like best, and whether it likes moisture or rather dry soil; about how long each blooming period lasts. And anything else you can learn about the hollyhock. Remember there is always someone who does not know all about the thing we may be enabled to impart, and we must give them a square deal by stating facts.

"When you have gained all this information bring your paper to me and we will talk it over."

I was surprised to find out that there was so much to learn about so simple a thing as the hollyhock. And how easy to gain one step after another when once I had started.

Many years have passed; but I have ever held in my heart a great appreciation for the many lessons in life "Professor White" taught me in that one simple drill. One is that in all undertakings one should look for a simple and right beginning which leads step by

step to the things one aspires to do; overcomes awe and fear and places in its stead a confidence that, in itself, eases the way.

It taught me, too, that a word of encouragement rightly spoken helps many a one to find his way through paths that are obscure.

"Professor White"took no more time in helping me through the intricacies of essay making than he might have in scolding and importuning.

And the vast difference!

Educating for Social Reconstruction

By W. H. HOLMES

Superintendent, Mount Vernon, New York

EDUCATION is the hope of America and of the world. The worldwide social upheavals of the past two decades with their resulting destruction, chaos and confusion show clearly that men and nations have lost the way of life. Education alone can set them right again and send them on the way to better things. Since America has chosen democracy for its method of achieving social success, the program of social reconstruction must take some such form as is outlined below.

I. The educational offerings for children, youth, and adults must be revised and greatly extended. In reality education is only in its infancy. It must grow until it quickens all phases of life and becomes part of the life it quickens. It must no longer stand apart from the life it would guide and quicken. It must not end with adolescence but there begin its triumphant march of understanding that ends only with life itself. It must accept children with the inheritance and character that the blood stream has brought to them and place each child in the way of realizing his own best self. The gifted and the less gifted must each have his full opportunity for self-realization.

The offerings of the traditional program must be carefully scrutinized and if found wanting must either be recast or thrown aside. The new offerings must be chosen in the light of their helpfulness in solving the problems of the day and with the idea that the child, the youth, or the adult is maturing in an ever changing social order and is therefore an ever adjusting not an adjusted member of society.

II. In order to carry out this program of social reconstruction there must be adequate financial support. Such support may be had without undue burden on any individual or group of individuals if public revenue is raised under a scientifically planned system of taxation, local, state, and national, under which all forms of wealth will be required to bear their fair share of the education and governmental burden. Such a form of taxation will relieve real estate and the unjust burden it now bears.

Educational workers representing the highest type of manhood and womanhood will be attracted to the profession primarily because they are able to render in it the highest type of human service, and secondarily, but also of fundamental importance, because adequate compensation will enable them to maintain for themselves and their dependents a standard of living consistent with health and happiness and the dignity of their profession.

An equitable share of the best brains of the nation should find its vocation in educational work. The best brains of the nation will not be attracted to this service unless the financial rewards are much higher than those which now generally prevail in the educational field.

As a further incentive to choice of this field as a profession teachers who have been adequately trained should be given further protection and security by being placed on tenure after a suitable period of probationary service and a guaranteed substantial pension that will provide adequately for the material and cultural needs of life after such teachers have retired from service.

The success of the new program of social reconstruction depends largely on the type of men and women who are chosen to be teachers, supervisors and school administrators. Unless a majority of them are of the highest type, the new program will fail. Such men and women should be equipped with the intelligence to interpret, support, reconstruct and carry on in the light of increasing knowledge an ever evolving democracy, the dominant purpose of which is a more abundant life for all, life such as is the divine right of all men to enjoy.

To this end outworn tradition and taboos must be cast aside, leaving both youth and adults free to face courageously and to solve the problems of the day in light of proved experience, confident of building a stronger and better social order.

In such a program of social reconstruction lies the hope of democracy. Such a program calls for constructive economy, social vision, and co-operative effort on the part of each for the good of all. Such a program is big with vision but in no way visionary. It is eminently practical and offers both a challenge and an opportunity to America to lead the world out of its present chaos and confusion into understanding and human freedom.

Respect for Foreign Backgrounds

Fifth in a Series on "THINGS HUMAN"

By GARRY CLEVELAND MYERS

BELIEVE it or not, the foreign-born in this country, in proportion to their number, commit fewer crimes by far than do the native whites. Let those who doubt this statement read report No. 10 of the National Commission on Law Observance and Enforcement. This fact seems to be a tribute to those who once were total strangers in our midst.

Nor is juvenile delinquency predominantly with the foreign-born. Of 46,312 delinquency cases reported by the Children's Bureau, 1929, foreign-born white children constituted but a small proportion (2 per cent.). "The largest proportion of delinquent children dealt with by courts were native-born white boys and girls." Whereas only 2 per cent. were foreign born, 47 per cent. had one or both parents foreign-born.

There are many causes for the very large percentage of delinquency among children of foreign-born parentage, living conditions being one of them. Another doubtless is their imitating to a strong degree the worst attitudes and habits of the children of the native whites, and the accruing conflicts with their parents.

The average foreign-born parent seems to set stricter standards of control for his children than do nativeborn parents, with less skill, perhaps, as a rule, in leading their children to abide happily by these standards.

Then with the prevailing sense of inferiority among children of foreign-born parents, there come strivings to rise above this feeling of inferiority and a consequent disregard for their parents, therefore for their parents' efforts at restraining them.

Unfortunately educational training of the child of foreign-born parentage often tends to make him disrespect his parents when it ought to do the opposite.

With a few notable exceptions, there apparently has been little conscious effort by the public schools to engender in the child a healthy attitude toward his parents. The opportunity to do so is very great. The first step, it would seem, is to capitalize in the classroom the cultures which this child, with the assistance of his parents, has to give. Instead we generally leave the impression that only things long labeled *American* are worth considering.

There is many a school building in which several nationalities are represented, even many a single classroom. What an opportunity to enrich the lives and appreciations of all the other children if frequently the child whose parents had been born abroad were called upon to contribute in the recitation from the folk ways, music, art and literature of his parents' native country. Better still if some of these foreign-born parents were themselves invited to the classroom or assembly to describe or demonstrate a number of these cultures.

Suppose you were a child of foreign-born parents, and suppose you and your parents were so honored and considered for your native worth. You immediately would enjoy a new sense of self-respect, and regard for your parents and their traditions.

Why should we continue to ignore, even to despise things in our country non-American? Why instead should we not set out to capitalize the breadth of culture all around us? So much for our own educational and moral good. Think, too, of the personality and mental hygiene values to the children of the foreign-born.

Something more. Let us encourage children whose parents can speak a non-English language to acquire their parents' tongue. How fine if all such children could grow up speaking well two languages. Spoil their English? How absurd! Has it spoiled the speech of our beloved President of the United States to have speaking knowledge of two foreign languages? When we, moreover, listen to foreign scholars speaking English, we are put to shame at our own poor English in comparison. On the European continent a person is hardly considered highly educated who cannot speak several languages. And yet we in America have implicitly decreed that for a child to learn the native language of his parents, be it anything but English, is to be despised. At least the average child of foreign-born parentage believes we feel that way about the matter.

Should we recognize and put widely into practice the foregoing principles, with every teacher consciously endeavoring to make each child of foreign-born parents feel that he and they have a cultural background to be proud of, make him want to master his parents' tongue, and share his family's traditions with his comrades who had learned to appreciate them, how much finer personalities we then might develop, how much better characters, how much better American citizens.

If so far my argument is sound, then we may conclude with safety that by measures of the kind I have suggested, we could hope to lessen juvenile delinquency to a marked degree.

The Problem Box

Conducted by

DR. AUGUSTUS O. THOMAS

Special Promotions

QUESTION —We have discussed in our faculty meetings the question of special promotions as pupils show ability to do more work than the class. Some take the position that it is much better to enrich the child's life than to send him on into an advanced class. They contend that there is always enough work which can be given to keep him busy. What is your judgment?

Answer.—A book could be written on this subject and then we might not agree. There are certain unmeasurables upon which this question borders. It is my opinion that meritorious promotions should be made. It will have a good effect upon both school and community if it is known that the school recognizes ability just the same as business does. Neither "electives" nor "ability grouping" will fully solve the individual differences of pupils. Meritorious promotion if judiciously administered is only carrying out the square deal policy. Bright pupils should not be held back on account of slow ones.

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Compositions a "Mess"

QUESTION —In visiting one of the grades in my school, I tested the pupils in composition and am not satisfied with results. While I found that when simple subjects are given for brief composition, they express themselves fairly well, the work is a mess. They will frequently insert a capital where a small letter should be used, and they seem to have no idea of the construction of sentences or paragraphs. What would you advise me to do?

Answer—From what you say in your letter of explanation, you have the correct idea of procedure in composition, but it appears to me that the trouble is more deeply seated. I should say the pupils are not well grounded in the grammar they are trying to use. If all the pupils in the grade have pretty much the same difficulty, I would begin a search for the trouble just as I would if something went wrong with my automobile. It may be that the children need a good drill in the use of capitals, or punctuation or the construction of the sentences. Perhaps you have some teacher in your school who does not do strong foundational work. The trouble can be found, and it should be. The plan you mention will tend, as it should, to break up the formalization of composition. In testing your grade, have children write on some very common theme like "What I Did in Vacation" or some such subject. The work should be carefully and sympathetically examined. The examination will disclose where the trouble lies. You may need to go back a grade or so to find the teaching difficulty. A good drill in the more formal grammar may be necessary. I would say, therefore, as the best advice I can give:—

(1) Study the case carefully to find if the trouble is carelessness or ignorance.

(2) Have frequent short compositions on familiar subjects.

(3) Teach pupils to correct their own manuscript. Have them hunt for their own mistakes before handing paper in. If the teacher finds mistakes the paper should be handed back with the request for more diligent search. This will have a tendency to overcome carelessness.

(4) Give frequent drills in capitalization, spelling, punctuation, and the construction of sentences.

(5) Require always the best work a pupil can do in all written work.

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Reciting in Unison

QUESTION —Some of my teachers do a great deal of concert work. They apply it to arithmetic, spelling, word study, memorizing poems and reading. What do you think of concert work in the teaching and learning processes?

Answer.—Teachers generally, who keep abreast of the theory of education and the philosophy of learning, frown upon much concert work in school. It is an important fact that education is an individual affair. There never can be such a thing as education *in the mass.* As a teaching process, therefore, concert teaching violates the principle of individual differences and that learning is an individual matter. If this form of instruction in mass has any virtue, it is rhythm. But no matter what the lesson, each child should first effect mastery. In memorizing a poem, each member of the class should first commit to memory the poem after which the teacher may drill the class in inflection, tone, rate and quality through the rhythmic process of a concert recitation. Concert exercises have a tendency, when carried to the extreme you mention, to make all lessons memory and ear exercises to the exclusion of the discriminative reasoning processes. There is one place where I would approve of a reasonable amount of concert work, and that is in reading after the mechanics have been mastered and that is to furnish some relief for painful responsive reading we occasionally hear.

Publishers Give Service Plus

Everyone connected with the textbook business — whether as author, editor, salesman, or plain business man—should be proud of his job. There is no business which contributes so much to the welfare of the nation as the textbook business. While classed as a business, textbook publishing has many of the features of a profession.

But certain erroneous impressions are held by the public. Almost all laymen believe that the cost of books is one of the major items in the school budget. Some people think that publishers are profiteers. That inevitably brings resentment and resentment will overcome reason always. These people believe that the spread between manufacturing cost (paper, printing, and binding) and the selling price is excessive. The public does not know about the expense which enters before a book is ever ready to print. It knows only that the local printer testifies that he could print and bind a book like it for one half the amount the publisher charges — perhaps less. It does not know that the cost of authors' royalties, of editorial work, of plates, to say nothing of the cost of trial editions of books which must necessarily be published in order to find what the public really does want, but which do not find favor, constitutes an expense nearly as large as the paper, printing, and binding cost of all books which do find favor and so sell in large quantities. But these items are just as necessary to the business as is the expenditure for paper, printing, and binding of the books which are widely used. Without such experiments there would be no progress, and the books we should be using today would be no better than those our fathers used.

Further than that, the public does not know how essential it is for the new books to be brought to the attention of school officials. Teachers are busy people, superintendents are even busier, and boards of education must have help if they are to choose intelligently. The publisher's salesman brings the new materials to the school, explains them, shows how they function, and so saves the time of the teacher, the superintendent, and the board. That is his direct contribution to school efficiency. Indirectly he does much more since he is a carrier of information, bringing to the schools his keen observation of good work done in other places, which may be duplicated. All of this is essential, worth what it costs, and a feature of school work which could not well be dispensed with.

Even with all these costs books are cheap. The actual difference between the bare manufacturing cost and the selling price is less than that which applies to almost any article that the public buys.

Two states, California and Kansas, have tried governmental manufacture of textbooks. In their attempts to prove savings to their citizens, they have buried hundreds of thousands of dollars in manufacturing plants, and so forth, paid for out of general taxation. Every state which has inquired into the matter, since these two made the trial, has turned the proposition down as uneconomical. There is hardly a teacher to be found in either state who does not dislike the state printing plan. Even in those two states, relatively few books can be state printed, because with all the subsidies the market is too small. In other words, the plan is a plain failure.

But suppose plans could be worked out successfully as California and Kansas tried. Suppose under such an arrangement every book used in the schoolroom could be printed in a public plant. Would it be worth while? All those services which the publisher gives would be lost. There would be no more authors working hard to make new books enough better than those in existence so that they would find use. There would be no more editors examining and questioning every little detail to make sure the book was as near perfect as possible. There would be no more salesmen covering the country explaining the good features of the new products and showing how fine results are being secured in other communities. In other words, progress would be blocked.

Publishers should claim credit for the work they do. They should be proud of their business, proud of the contribution it makes to school work. They should challenge anyone to point to any business which is handled on so close a margin.

How Activities Are Administered

By ORLIE M. CLEM
Teachers College, Syracuse University
And RICHARD KLYVER

A study of the various practices used by six-year high schools in managing their extra-curricular programs.

TWO movements projected into secondary education in recent years have now become institutions. The first is extra-curricular activities; the second is the six-year school as a form of organization. Both institutions are now present in the same house, and the problems of adjustment are legion. It is hoped the present report may provide helpful data as to current practice and competent professional opinion concerning the administration of extra-curricular activities in the six-year secondary school.

The first phase of the study here summarized indicates some practices in administering extra-curricular activities in the six-year secondary school.

The second phase presents a statement of opinion from competent professional workers as to desirable practices in administering extra-curricular activities in this type of school. For the first phase of the study, a "practice" questionnaire was administered to fifty-four principals of six-year secondary schools in New York State and Pennsylvania. The range of enrollment of these fifty-four schools was 100—2,713 pupils; the average enrollment was 700 pupils. The average number of teachers was 28.18. The average age of these schools was 6.94 years. For the second phase of the study, an "opinion" questionnaire was administered to 48 six-year high school principals and 29 city superintendents of schools in New York State and Pennsylvania; also to 29 leading professors of secondary education in the United States. The data provide opportunity for comparison of "practice" with "opinion."

Organization of Extra-Curricular Activities

In the field of sports or athletic activities, 40 of 52 schools report separate organizations for both junior and senior divisions of the school. For the non-athletic activities, 24 of 50 schools report separate organizations. Opinion is in accord with practice on this item, 71 of 99 respondents favoring separate organizations.

Members of the three professional groups were asked: "When extra-curricular activities are combined, do you consider that pupils in both divisions have an equal opportunity for leadership?" Each group agrees, and 84 of 99 total respondents, that there is not equal opportunity. Extra-curricular activities for each division appear to possess a distinctiveness which forbids combination. The desirable goal is probably integration of extra-curricular activities in the six-year school rather than combination.

Relative Emphasis in Junior and Senior Divisions

Twenty-one schools place greater emphasis on extra-curricular activities in the senior than in the junior division, while 31 do not. Opinion of each professional group is in accord with practice. Only 30 of 98 educators favor greater emphasis in the senior than in the junior division.

Extra-Curricular period in Daily Schedule

More than half of the schools have an extra-curricular period in the daily schedule, for all grades. The data indicate the period to be slightly more common for the junior than for the senior division; also, a uniformity of procedure for the various grades within each division. Five schools report extra-curricular periods in the weekly schedule for grades 7, 8, and 9; also, four schools report weekly schedules for grades 10, 11, and 12. Approximately three-fourths of each group favor the extra-curricular period in the daily schedule for all grades, with slightly greater emphasis in the junior division.

Extra-Curricular Directors

The general practice in these schools is to have one extra-curricular director for both the junior and senior divisions. Only 17 schools report separate directors for each division, while 35 do not have separate directors. Composite opinion is slightly in favor of separate directors as indicated by 49 of 93 replying. The majority of professors of education do not favor separate directors for the two divisions.

Use of Point System

Six of 51 schools report the use of a point system for the junior division; 11 of the schools employ a point system for the senior division. Sixty-three of 96 respondents favor a point system for the junior division; 70 for the senior division. Opinion and practice in these schools are considerably at variance relative to this item.

Club Membership

In 6 of 51 schools, membership in clubs is denied to seventh-grade pupils. In terms of opinion, 97 of 102 respondents consider that club membership should be open to seventh grade pupils. The five opposing membership for seventh graders consisted of three superintendents and two principals.

(Continued on Page 26)

EDITORIALS

Teach Personal Finance

THERE is good reason to believe that the rough and bumpy road traveled by the business cycle would be smoother if the general public had been trained from childhood in the prudent use of money. In periods of prosperity people are urged to spend beyond their means, and they follow the impulses incited by high pressure salesmanship. Credit finally gets stretched so far that something snaps. Then we experience depression.

A time like the present should give rise to serious thoughts about the desirability and the possibility of instructing children in the intelligent handling of money. Just how it has been possible for education to go so far without giving serious attention to this important phase of training is difficult to understand. For virtually every one in mature years is faced day after day with questions of administering money. And the only way the average person learns is through experience.

School savings plans have received much attention and have started many children on the road to thrift. But in most instances the money that goes into the school bank is obtained from father at the breakfast table and represents no particular care or thought on the child's part.

We cannot expect a well-balanced social economy until the individuals who comprise society have been taught to live within their means and to save, give and spend according to a rational plan.

Much may be uncertain about safe ways to invest money, but there can be no doubt about the A B C's of balanced spending.

Are not the schools guilty of serious neglect when they dismiss graduates into the business world in complete ignorance of the part which money is to play in their lives or how it must be managed?

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Do We Need More Leaders?

THE original purpose of the higher education was to train leaders. Today the question arises: "Are we equipping too many leaders?"

Under present circumstances, only a small percentage of young people with bachelors' degrees are finding tasks that call for leadership.

Apparently we do not need more leaders. Perchance we need better leaders; a larger number who are really qualified to guide us as a nation to saner living. But a great deal would be gained for the social order if more of us were able to distinguish between the wise, honest leader and the unwise, or dishonest leader.

As a people we are serenely confident of our ability to manage ourselves. Questions of public policy which ought to be settled by the best minds in the country are nonchalantly decided by popular referendum—with nine-tenths of the voters not bothering to read the legal verbiage set before them on the ballot.

Good leadership implies good followership. And that calls for discriminating selection of whom to follow.

More training in the wise choice of leaders is surely as great a need as more training for leadership itself.

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The Tide of Slang

SLANG always brings a shudder to the lover of undefiled English. Yet this same purist constantly employs words which first crept into the language as slang and were accepted only after many a hard look.

American slang has grown to proportions which are quite astounding even to those who incline to liberalism.

A writer in "Wilson Bulletin for Librarians" has compiled a list of one hundred magazine articles which give the latest vernacular usage of twenty-nine different groups, each prolific in new modes of saying things. Among these fertile fields of American slang are: Aviation, circus, college, cowboy, criminal, hospital, lunch wagon, motion picture, newspapers, political, racketeer, radio, stage, telephone, and tramp.

To resist all slang is as futile as to try to sweep back the tide with a broom. Time will effectively dispose of most of the slang, leaving some of it to swell the dictionaries of the future. The best that teachers, writers, and speakers can do is to admit slang sparingly and selectively, and so far as their own example and influence are concerned to keep slang in its place. As for worrying about it, just "forget it."

Eminent Educators

ARTHUR F. HARMAN has been state superintendent of education for Alabama since 1929, and is a leader in the fight to re-establish the legal and economic status of education as an indispensable agency of government. He is a vice-president of the National Education Association and has been adviser and staff member of numerous school surveys in Alabama, South Carolina, and Florida. He was for eight years superintendent of Montgomery County, Alabama, and has done much for rural schools. He has been heard on lecture platforms in nearly half the states of the Union. With all his honors he is a likable fellow and a good scout.

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ROBERT M. NEWTON occupies the post of division superintendent at Hague, Virginia, where he has served for a decade—though still under forty. He was awarded a General Education Board fellowship to Teachers College, Columbia University, in 1931-32, where he won his master's degree. He is president of District B Teachers Association of Virginia and is a member of a national committee on administration of teacher training. Baseball, golf and football and wrestling with administrative problems give him exercise.

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H. O. DIETRICH, who has headed the schools of Kutztown, Pennsylvania, since 1922, has had a richly worthwhile career as trainer of teachers in normal schools and universities and as superintendent in Pennsylvania cities. He has won wide recognition as an educational leader; was sent to France for important war service; and is noted for his selection of teacher personnel and his ability to get smooth and effective action through cooperation. He is in demand for state and national committees and as a writer on educational topics.

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WALTER L. BUMGARDNER became acting superintendent at East Aurora, N.Y., recently following the sudden death of Superintendent Harry W. Mead. Mr. Bumgardner is a Virginian by birth, a graduate of Pennsylvania State College, who served as a lieutenant in the artillery during the war and afterward entered teaching in New Jersey. He has been high school principal at East Aurora for nearly seven years, and leads a full and active life. He understands young people and appreciates their many fine qualities; is enthusiastic over his profession and constantly seeks to improve his grasp of educational problems through reading and study. He wants athletic games to be passed around to all the pupils rather than confining them to a privileged few. A well liked schoolman and citizen is he.

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E. J. ARNOLD, Nelsonville, Ohio, throws emphasis upon character and citizenship training in his administration of the local schools. He believes in equipping young folks for taking their parts in the changing world in which leisure will hold a larger place than ever before. He has thoughtful opinions on the functioning of school boards and defends the schools against unreasonable lowering of school standards. He sees the race now going on between civilization and moral chaos, with the schools vitally responsible for civilization's triumph.

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WALTER R. HEPNER, who was superintendent at San Diego for five years, has just resigned to become chief of the division of secondary education in the California State Department of Education. Thus he goes from one important post to another of even wider opportunity. He was unanimously recommended by leading universities and educational associations as "the best man in the West to undertake the responsibilities confronting the state department."

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LESTER K. ADE, principal of the State Normal School at New Haven, Conn., takes a worldwide view of teacher training and has observed and studied the institutions and methods of many foreign countries—besides visiting every state of the United States and traveling in the Orient. He is secretary of the Eastern States Association of Professional Schools for Teachers, and has a ten-year plan for further investigation in his chosen field. Read his informative article in this issue.

Winshipisms

"No ordinary intelligent person would care or dare to say that he wished we had an old-fashioned fire department, old-fashioned cobblestone streets, had no sewers, no water system; no one would dare to advocate old-time mail service, old-time heating and lighting, a return to oxen, or even to the two-wheel chaise. Yet, there are many who pretend that they wish their children had the same kind of schools that their grandfathers had."

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"There is no national channel but the school through which to reach the man of tomorrow."

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"Do not assume that all professional virtue is bound up in you, your theory or your clique."

What Ails Administration In Nation's Largest City?

NEW YORK is somewhat typical of other large cities, where the systems of school management have "just growed" into cumbersome complexity. Administrative leaders have been waiting expectantly for the recommendations which should follow the report of an inquiry by the State Department of Education.

The communication sent to Dr. George J. Ryan, president of the Board of Education, and noted at a meeting of the Board, is the first of three phases of the report. The second phase will deal with a testing program, and the third with teaching personnel.

The commissioner listed as among the most important of his recommendations the following:

1. That the Board of Education reorganize its work through larger delegation of administrative authority, in order that more time may be available for the consideration of matters of general policy.
2. That the superintendent of schools be accorded powers, through statutory amendment and revision of by-laws, that will give him full responsibility for both administrative and supervisory control of the school system.
3. That all appointments to the teaching, supervisory or administrative staff shall be made by the Board of Education on the recommendation of the superintendent of schools.
4. That the executive functions now vested in the Board of Superintendents be transferred to the superintendent of schools, but that the advisory function of the Board of Superintendents be retained and be given greater emphasis.
5. That each associate superintendent be assigned a major city-wide function or group of closely related functions and be given large executive responsibility in this administration.
6. That the assignments of district superintendents be made on a functional, rather than a geographical basis and that, through the elimination of unnecessary routing, there be given greater opportunity for professional leadership.
7. That throughout the entire school organization with the co-operation of supervisors and principals, every effort be made to capitalize the best thinking of the teaching staff in every level of the service.

Statisticians Seen Dying Out And Mourners May Be Few

DR. BURGES JOHNSON, author and professor of English at Syracuse University, declared in an address before the National Council of Teachers of English convened in Detroit that the time had come to protest against those people in the field of education who place too much dependence upon figures and graphs.

"I am one of those who hold that figures almost invariably lie, and that mathematics is a form of sin," he said. "Let us not be deceived like the farmer who believed the efficiency expert who told him that if a boy in a tree could pick two quarts of cherries in fifteen minutes, a boy and a girl in the same tree could pick four quarts in the same amount of time, whereas they might not pick one quart all day.

"The trouble with mathematicians," he continued, "is that too often they do not realize that there is no such thing as a 2 or a 3. It is a symbol. When one works too long and too exclusively with those symbols, he begins to think of them as realities. But the 2 or the 3 have to be attached to something substantial in order to make them real. And we realists are forever discovering that while the figures may act in one way, the substances to which they are attached act in another.

"One earnest statistician made a study of the records of Vassar and Harvard, and published his findings, to wit: that Vassar graduates have only three-fourths of a child apiece, and Harvard graduates only half a child. From these gruesome figures he deduced the depressing fact that civilization was destroying itself, and that Harvard and Vassar must eventually disappear, and far sooner than their friends realized. I wrote that statistician that I had been making some investigations of my own which led to the discovery that statisticians were producing only a quarter of a child apiece, which meant that within thirty years we would not have any statisticians, a consummation devoutly to be desired."

The Gates System of Reading

A Triumph of Modern Educational Methods

The teaching of reading was a problem that for many years eluded satisfactory solution. "Method" followed "method," and theory supplanted theory in a long procession of earnest but futile efforts to achieve success.

Was the problem beyond solution?

Dr. Arthur I. Gates of Columbia University knew that it was not. He realized that the invariable procedure in the past had been to attack the problem from the angle of a hobby or a preconceived theory. He knew that its successful solution could only be achieved through research into every element of the problem and into all possible means of instruction. Although this task would call for years of patient effort, it had the merit of assuring complete and final success.

Dr. Gates devoted ten years to the necessary scientific studies, and through them discovered the facts about the child and his need of reading, about the inherent difficulties of the subject, about the valuable features of the many "methods," and about the best materials for instruction and their arrangement. He also discovered the best utilization that could be made of these facts and materials. It is found in the Gates System of Reading.

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HOME ECONOMICS TEACHERS PLACED

MADISON, Wis.—An increased demand for home economics teachers is noted by the University of Wisconsin, according to an announcement. Eighteen young women who had completed the university's course in the subject had recently received appointments, it was said. Other positions were waiting to be filled.

"Most of the requests," said Miss Abby L. Marlatt, director of the home economics course, "specified graduate training, and required either a master's or a doctor's degree. Requests have come in, too, for home economics extension workers in different sections of the country. For these, young women from farm homes, or those with extension experience, are given preference.

"Several of the students who have majored in textile study are filling positions with large wholesale houses. Those who plan to do hospital dietitian work have been placed in accredited hospitals for their student dietitian training."

Advises Learning Several Vocations

NEW YORK.—In the maelstrom of business and industry today, where technological change may wipe out a whole trade overnight, the man with more than one marketable proficiency often finds himself in a stronger position than the narrowly skilled specialist. So at least asserts Ralph Strathmore, the Heckscher Foundation's director of vocational guidance, in its new handbook on "Finding Your Place in Life." "There is only one safeguard—prepare yourself for more than one vocation," he says. "If one lives outside the city, poultry raising, horticulture, scientific farming and carp fisheries are pleasant, healthful occupations which have excellent economic possibilities. In the city one can go in for commercial or advertising photography, portraiture, poster-designing, hand rug-weaving, interior decorating and numerous semi-artistic occupations."

Chinatown Children Study Alphabet of 7,000 Characters

SAN FRANCISCO. — Chinatown youngsters' school week averages fifty hours or more and, appalling as it may seem to other youngsters, includes two or more hours of class work on Saturday mornings.

To the arduous task which the Chinese student faces—the learning of a written language such as Cantonese, containing 7,000 characters—has been added the teaching of Mandarin and, in the higher grades, introduction of an alphabet in conjunction with Mandarin.

In Chinatown, the student completes a regulation school day as required by State law before the Chinese language instruction begins. The older pupils reconvene in their Chinese schools at 3 p. m. and are dismissed at 9 p. m. The younger ones have Chinese classes from 5 to 8 only. Saturday morning classes are from 10 to 12.

All this is part of a movement which has the support of Chinese throughout the world. It is a program which is counted upon eventually to bind the race together with a uniform language.

World School Enrolls Many American Students

GENEVA. — One hundred and fifty students from thirty-five countries are hard at work in the Geneva School of International Studies in an effort to increase their knowledge and understanding of international relations. One-third of the students are from American colleges, which, according to League officials, proves that Americans are taking more instead of less interest in international affairs. Many of the American students were sent by American colleges in reward for outstanding work in history and political science. The school is operated on funds obtained from various international foundations and private subscriptions. The Rockefeller Foundation has been a generous contributor to the school, which, since its foundation, has been under the direction of Professor Alfred Zimmern, professor of international relations at Oxford University.

Oxford Girl Students Applauded for Makeup

OXFORD, England. — The Oxford student's magazine "Isis" has noted with "amazement and gratification" that some Oxford girl students are following the lead of their American cousins and using rouge compacts and lipsticks. "In a restaurant, when we saw an undergraduate positively powdering her nose, we could scarcely check our applause," wrote the "Isis" editor.

Order Bars Teachers' Red Apples

MILWAUKEE, Wis. — Milwaukee school teachers have received a communication from Milton C. Potter, superintendent of public instruction, barring the giving and receiving of gifts from children. It means that teacher may no longer accept luscious red apples.

ASKS TIME OUT FOR CHURCH SCHOOLING

NEW YORK.—Bishop William T. Manning declared recently that he hoped that soon New York City would excuse the pupils in its public schools certain hours a week to go to the church or synagogue designated by their parents for religious instruction.

"I am unalterably opposed to any measure for educational economy on the ground that it would impair the efficiency of our schools and the morale of our school teachers," he said.

"We must be careful, of course, but there are some kinds of economy we cannot afford. There is one thing more important than the training of the intellect, and that is the training of the character of our girls and boys."

Regarding his hope that pupils should be excused from school to receive religious instruction, he believed "that it is perfectly fair — for each child to receive the instruction their parents desire. If they can do that in Chicago and other cities, surely we can do it here in New York. There is one kind of religious instruction you can give, however, in school hours and in the public school buildings, and that is your daily life."

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Hopes Higher Degrees Won't Be Standardized

PHILADELPHIA. — A hope that no successful attempt ever would be made by American graduate schools to "standardize higher degrees" was voiced by Dr. Joseph S. Ames, president of Johns Hopkins University, speaking at a convocation celebrating the fiftieth anniversary of the founding of the University of Pennsylvania Graduate School of Arts and Sciences. Educators from many parts of the country attended the exercises, at which three honorary degrees were conferred by President Gates. The recipients were Dr. Luther Pfahler Eisenhart, dean of the Graduate School of Princeton, Doctor of Science; Dr. Frederick J. E. Woodbridge, Johnsonian Professor of Philosophy at Columbia University and former dean of the Columbia Graduate School, Doctor of Letters, and President Ames, Doctor of Laws.

Broader Background Urged For Industrial Leaders

NEW YORK. — The general principle of governmental partnership in industry is here to stay, and the industrial leader of the next decade must be one who combines with his technical skill a working background of political, social and economic tendencies, Dean Joseph W. Barker, of the School of Engineering, Columbia University, asserts in his annual report. "It has been said in the past that the engineer is the man who mixes dollars with science to direct economically the great sources of power in nature for the use and benefit of mankind," the report reads. "In the future the engineer will admix more than dollars, for he must be sure that he comprehends the political and social as well as the economic consequences of each of his adaptations of nature to mankind. Preprofessional programs should lay emphasis on the social sciences, with the necessary preparation in the fundamental natural sciences. Following this pre-professional program will come the strictly engineering studies wherein the engineering educator may build his presentation and program against a background of both the natural and the social sciences."

Newspaper Uses Only 900 Words

NEW YORK. — Foreign students can now develop their English through the medium of The American News, a newspaper written in a controlled vocabulary of only nine hundred words. The newspaper, published by the Language Research Committee, with offices at New York University, has been adopted by the New York City Board of Education for use in all the schools throughout the city where English is taught to foreigners. Miss Elaine Swenson, head of the language research committee, who originated the idea of bringing up-to-date news to foreign students in a vocabulary which has been taught in sixty lessons, will publish the paper from October to June.

Professor Einstein Lectures at Princeton

PRINCETON, N. J. — Professor Albert Einstein has assumed his duties at the Princeton Institute of Advanced Studies. There are nine students and several assistant professors taking a year's sabbatical from various universities studying at the institute this year. Dr. Einstein is the fourth of the Institute's full professors, who are all mathematicians or mathematical physicists. The others are Dr. Oswald Veblen, Dr. James W. Alexander and Dr. John von Neumann. Each professor has an assistant. Professor Einstein's is Dr. John L. Vanderslyce, who began work at the institute when it started last year.

U. S. Getting Fewer Chinese Students

SAN FRANCISCO. — The Chinese student, perennial migrant in the field of international education, appears to be transferring his headquarters from the United States to Europe. Before the war Japan held first place for Chinese student migrants; after the war the United States commanded the largest number, and today Europe is the magnet. This trend is in accordance with the advice of a group of League of Nations educational experts, representing the leading European countries, who visited China by special request and recommended that its students should go to Europe in large numbers and study European methods and systems of education. They said that Chinese schools were being modeled too much after American plans. Five years ago Chinese students in the United States numbered on the average about 2,000. In 1932 the number dropped to 1,242. Last year, according to statistics compiled by the Committee on Friendly Relations Among Foreign Students, there were only 954 Chinese students registered.

Prince of Wales to Establish Scholarship

LONDON. — The Prince of Wales has decided to establish a scholarship at the Devonshire Agricultural College for pupils from his Cornwall estates Duchy, he announced at the twenty-fifth anniversary banquet of the National Farmers' Union. The prince hopes the scholarship will stimulate interest in agriculture as a profession.

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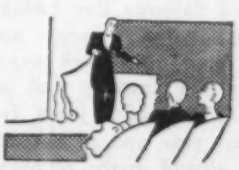

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MANCHUKUO KEEPS CONFUCIUS POLICY

75-year-old Premier Assails Modernist Educators

HSINKING, Manchuria. — Cheng Hsiang-Hsu, the seventy-five-year-old Prime Minister of Manchukuo, who is also Minister of Education of the new state, believes modern education is opposed to the ancient principle of Confucius in teaching the youth of the country.

The perverse theories and heterodox writing of some modern educators, the Prime Minister said, can lead only to evil and bring about oppressive legislation and the ultimate destruction of mankind. He thinks hasty speculation in untested ideas must be strictly avoided so as to prevent disturbance of order and the injury of the higher humanity.

"Having digested the results of both modern and ancient educational methods," the Premier continued, "the Manchukuo government has adopted the four cardinal courses laid down by Confucius as a basis of teaching the young. In accordance with this policy the object of the primary schools should be to guide the younger generation in acquiring elementary knowledge leading to the right path of life."

Greek Boys Study Our Farm Methods

ATHENS. — The back-to-the-land movement in Greece, under way since 1922, when 1,500,000 refugees were received into the mother country after the exchange of population with Turkey, has been so much accelerated by the depression and restrictive immigration throughout the world that the American Farm School, located on an arm of Salonica Bay facing Mount Olympus, has this year an overcapacity total of 169 Greek boys studying American dry farming and industrial methods. This is a jump from 149 pupils last year and is more than the total of alumni in the school's thirty-two years of life. There have been several Jewish students accepted from the flood of applicants, who are preparing themselves for farming in the Holy Land.

Russia's School Enrollment Increases

MOSCOW. — Some 34,788,000 children and adults now go to school in Soviet Russia. That is 4,000,000 more in the aggregate than school enrollment in the United States, though it does not yet include quite so large a proportion of the population: 22 per cent in Russia as against 25 per cent in the United States. The most striking contrast, however, is in the different type of schools which the Russians attend. While American youth is largely in cultural and academic schools and colleges, the vast bulk of Soviet secondary and higher education seems to go in technical high schools, factory apprenticeship schools and workers' training courses. But it is at the lower end of the scale, in kindergartens and nursery schools, that the Soviet figures dwarf the Americans into insignificance. Seven million Russian children attend such pre-school institutions as against only 770,000 in the United States.

Social Control Of Schools Urged

WASHINGTON.—Social control of educational practices and standards by voluntary organizations of educators, rather than by State and other agencies, was favored by Dr. George F. Zook, United States Commissioner of Education, in a recent address. While favoring social control of education, Dr. Zook nevertheless recognized the need for certain legal control of liberal arts colleges and universities. Those who question the necessity for some legal control, he said, fail to keep in mind "the sordid history of diploma mills" in the country. "Changes in national economic circumstances, modifications of popular social philosophy play an unending tattoo on all social institutions, including our colleges and universities. Ultimately upon every one of them public opinion leaves its impression, and each goes about the business of responding to it. One must therefore accept, I am convinced, a large amount of social control in all forms of education," he said.

Lanesboro Schools Forced to Close

LANESBORO, Mass.—The Lanesboro schools were forced to close from late in November to the end of 1933, because of lack of funds. The same situation occurred the year before, when the schools were forced to close for about the same period.

College Men Urged For Police Forces

ATLANTIC CITY.—Dr. Frank J. Loesch, president of the Crime Commission of Chicago and creator of that city's list of public enemies, in an address here urged college men to enter police forces in an effort to correct the "low moral tone" now prevalent in some of the forces. Dr. Loesch spoke at the forty-seventh annual convention of the Middle States Association of Colleges and Secondary Schools. A majority of more than a score of new members recently appointed to the Massachusetts State Police were college graduates, one recruit being an ordained minister.

"BASIC ENGLISH" SHOWING GAINS

Reports From Many Lands Indicate It Is Favored

LONDON.—A solution for international language problems now is brought forward by the Orthological Institute of Cambridge. It consists of a simplification of the English tongue called "Basic English."

The new form of English, introduced to Canada at the Institute of Pacific Relations Conference, at Banff, in August, contains only 850 words, 600 of them nouns, 150 adjectives, 16 verbs or names of operations and the rest adverbs, prepositions or names of directions.

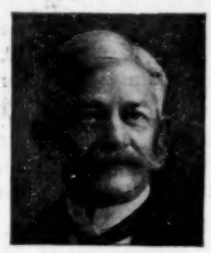
These, in addition to numbers, weights and measures, the calendar and such words as club, radio and telegram, already internationalized, do the work of 500,000 words of English at a level of ordinary communication.

The interest with which persons in all parts of the earth have turned to this form of English (in which this paragraph is written) gives its backers the belief that it may be put to a great number of uses. Letters have come into the Orthological Institute in Cambridge by the thousands, from all parts of Europe, the Far East and the United States.

Schools on the American Pacific Coast are interested in it as a way of helping the young Chinese and Japanese to a good knowledge of English. In China, where English is the second language, there is much interest in it, and Japanese teachers are about to put it in their schools.

Broader Scope in College Education

OBERLIN, O.—"The college should try definitely," President Wilkins of Oberlin College declared recently, "to prepare its students to live with intelligence and good-will in each of the five fields of social living: namely, the field of home life, the field of earning, the field of citizenship, the field of leisure and the field of philosophy and religion." Admitting that the present college has done much in the preparation of its students for the last two of these five fields, Dr. Wilkins indicated that it has done far less in the way of preparation for citizenship and very little in the way of preparation for home life and for the field of earning. "Yet if these latter fields be broadly conceived," he said, "if the need of trained intelligence and of illumined good-will in the basic relations of life be fully recognized, I can see no reason why preparation for life in these relations should not find its place within the effort of the college."



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News Brevities

NEW YORK. — One lone girl is registered among the more than 3,000 men students at the New York University uptown centre. Miss Isabel C. Ebel, graduate student at the university's College of Engineering, holds that distinction. A graduate of Adelphi College and the Massachusetts Institute of Technology, Miss Ebel is studying for a degree in Aeronautical Engineering.

ATLANTIC CITY.—City management and finance experts here for the session of the National Conference on Government heard a bitter attack on "tax slackers" as wreckers of their communities and a plea for radical revision of the whole American public school system.

INDIANAPOLIS, Ind. — The new leisure of shortened hours will become a national liability rather than an asset unless citizens are educated to use it well, according to Dr. Paul C. Stetson, superintendent of Indianapolis schools and president of the department of superintendence of the National Education Association. "It is not so much how a nation works," he declared, "as how it plays that determines its future."

MOOSEHEART, Ill. — Martin L. Reymert of the Mooseheart Laboratory for Child Research admits that psychologists, "who are probably chiefly responsible for subjecting children, college students, laymen and others to the humiliating process of being rated, have perhaps considered themselves above such things." But now he deems it appropriate to attempt to evaluate the psychologist and he has enlisted the aid of forty-three other nationally-known psychology authorities to give his scale authenticity.

CHICAGO.—The little red chair of childhood days will be out of the 1934 way of playing house, according to a school of experts on the educational value of toys, unless, of course, that bit of vividly painted furniture fits into the color scheme and setting. Various rooms of child-sized furniture in different color schemes have been assembled in a large department store with the co-operation of the educational department of the University of Chicago.

SHANGHAI. — Militant students enrolled at the Wu Pen School for Girls recently assaulted and made prisoner the Education Commissioner for Greater Shanghai, Pan Kung-chan, as he was addressing the student body on the subject of "The Virtues of Chinese Womanhood." Mr. Pan, badly mauled, was released by the police after several hours' incarceration.

LANSING, Mich. — Michigan has 15,000 unemployed teachers at the present time, reports of the superintendent of public instruction show. Officials claim a great many more teachers are certified annually than can be placed.

THE HAGUE. — The Holland estate of Maarten-Maartens, tri-lingual novelist, who died in 1915, has been converted by his daughter into a national and international holiday schoolhouse, where groups of secondary and college students from all parts of the world meet and mutually study each other's languages and characters and by common study of suitable subjects to the surroundings get to know and appreciate each other's aims and ideals.

ATLANTIC CITY, N. J. — Two-thirds of the studies for school children are useless at home or in life, according to Mrs. Arthur C. Watkins, of Washington, founder and educational secretary of the National Congress of Parents and Teachers, in an address here. "Two-thirds of the truck we make our children study is useless," she said. "We will have to change the curricula so children get what can be practiced at home and in life."

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BOOK TABLE

Adult Subliterates

A PRACTICAL READER FOR ADULTS, Book 3, by Josephine D. Mason, Director Evening Schools, Springfield, Massachusetts, and Gertrude E. O'Brien, Elementary Schools, Springfield, Massachusetts. Illustrated by Margo Sylvester. Cloth, 229 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

It has taken a long time to develop suitable instructional texts for adults who are at the A-B-C stage in reading or other "tool" subjects but are too mature in minds and experience to be taught from children's books.

The case has resembled that of the American doughboy in France who scorned the conversation book he had purchased, declaring he was not interested in learning how to say "uncles, undertakers and umbrellas," but "Gee, kid, where did you git them pretty eyes?"

"A Practical Reader for Adults" marks another forward step in providing for the educational needs of the foreigner or the grown person of native stock who for some reason has missed the schooling essential to well-rounded citizenship in the United States. The subject matter is informative in character and presents excellent background material regarding American history and customs—all of it well told and with numerous thought-questions and pithy statements of important facts. The text is graded as to difficulty, and gives due attention to building the student's vocabulary.

The authors have first-hand knowledge of the problems facing the teacher of adult classes in citizenship and English, and have embodied in this useful book the fruits of their experience. The book is thus a fine contribution to the slowly expanding resources of the teacher in this field.

Reader for Little Folks

GOOD COMPANIONS. OUR PETS. By Geneva Johnston Hecox, Supervisor of Primary Grades, Washington, D. C., and Mariana Cobb Garcissen, Goldsboro, N. C. New York and Chicago: Newson & Company.

In this reader for very little people, such pets as the organ man's monkey, a dog, a rabbit, a goat and a white mouse have been invited to make those toilsome first steps in reading more than usually joyous ones. Colored illustrations dominate the pages and are a constant invitation to read the verbal story.

Half the vocabulary of one hundred seventy-four words is to be found in either the Gates or the Thorndike first one hundred words. Most of the words are repeated many times. The child reading this book from first to last should gain the ability to recognize the commonest words quickly and, with good teaching, to grasp the thought in simple sentences. Best of all—the gains will be made with an accompaniment of pleasure and with some addition to the store of information about animal friends and an increased affection for them.

Grownups could easily be jealous of youngsters starting off with these "Good Companions" at their sides to teach them reading.

The Forgotten Child

DEPENDENT AND NEGLECTED CHILDREN. Report of the Committee on Socially Handicapped—Dependency and Neglect, Homer Folks, chairman; J. Prentice Murphy, vice-chairman, White House Conference on Child Health and Protection. Cloth, 439 pages. New York: D. Appleton-Century Company.

Among the Publications of the White House Conference, this one will stand out for its comprehensive, illuminating treatment of a vital subject—a subject which would be less pressing at this moment if it had caught the attention of the social group several decades earlier.

The book is a mine of information for the social worker and the teacher—especially the teacher who regards each child as possessing a personality, however obscured or distorted by misfortune; a personality which must be led to its best and noblest expression. To see the problem in its broadest aspects, as this book sets it forth, should inspire one with fresh zeal to solve that little corner of the problem which lies just at hand.

For Junior Homemakers

YOUR HOME AND FAMILY, by Mildred Graves, Home Economics Department, Port Chester High School, Port Chester, New York, and Marjorie M. Ott, Homemaking Department, Mount Pleasant High School, Schenectady, New York. Cloth, 352 pages. Boston: Little, Brown and Company.

What heresy it would have been, a hundred or even fifty years ago, to have presented to the boy or girl in school a book with the title: "Your Home and Family." But times have changed, and schooling draws nearer to everyday life.

Today the girl in junior high school may study her home and family and her own part in helping to make these as nearly ideal as possible.

This modern text, with its evident knack of presentation and of awakening wholesome interests, is organized about some eleven units, beginning with a study of the household in colonial days, and ending with consideration of what the girl may do after finishing her work in junior high school. In between are the topics which the girl needs to understand to make her a more useful, intelligent and co-operative member of the family circle.

Women's Education in England

RETROSPECT AND PROSPECT, Now and Sixty Years Ago, by Sara A. Burstall, with Preface by Sir Michael Sadler. Cloth, 286 pages. New York: Longmans, Green and Company.

Dr. Sara A. Burstall has long been a recognized leader in British education. She writes from the summit of the years, as she looks back upon more than a half century of education in England. Her particular interest has been and still is the education of girls. She has rendered notable service at the head of the Manchester High School for Girls.

The volume is autobiographic, and unfolds a philosophy of education all the more interesting to the American reader because that philosophy grew up under different circumstances from those encountered in this country. Dr. Burstall deplores the excessive influence of the university (spelled with a capital U), upon the secondary schools, ninety per cent of whose pupils never attend the higher institutions at all. She hopes certification from approved schools may come to be accepted in place of examinations. These appeals to the universities have a familiar sound—as does her remark that the universities are themselves reforming their attitudes.

Commenting briefly upon the conditions surrounding the teaching profession, she looks for improvement—"putting the pupils' interests first, but remembering that what is bad for the teacher must in the long run be bad for the children."

The book is a record of struggle and advancement in the area of women's education in a nation which breaks rather slowly with tradition but holds well its gains, once these are made.

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Grins Between Grinds

Now You Tell One

"Where's the car?" asked Mrs. Diggs.

"Dear me!" exclaimed Professor Diggs, "did I take the car out?"

"Of course you did. You drove it to town."

"I remember now that after I'd got out I turned to thank the gentleman who gave me a lift and wondered where he had gone."—London Tit-Bits.

• •

Already Booked

The Sunday school teacher asked her little girls how many wished to go to heaven. They all raised their hands except one. The teacher said: "All good little girls want to go to heaven. Why don't you?"

The little girl answered: "No, ma'am, I can't go; our family are moving back to Detroit."

• •

Two of a Kind

The teacher was having her trials and finally wrote the mother: "Your son is the brightest boy in my class, but he is also the most mischievous. What shall I do?"

The reply came duly: "Do as you please. I am having my own troubles with his father." — Royal Arcanum Bulletin.

• •

Sudden Delirium

McAndrew was dying and the lawyer was sent for.

"State your affairs briefly," said the lawyer.

"Donald McCosh owes me $50."

"Good," said his wife.

"Malcolm Graham owes me $30."

"Sensible to the last," said his wife again.

"I owe Sandy McDonald $300."

"Oh, Lord!" said she, "hear him rave!"

• •

Friction Increased

"So you and those neighbors are not on speaking terms any longer?"

"No. All diplomatic relations have been suspended."

"How did that come about?"

"He sent me a box of axle grease and told me to use some of it on my lawn mower when I started it at six in the morning."

"Well? What then?"

"Then I sent it back and told him to use some of it on his daughter's voice when she sings at 11 o'clock at night."

• •

Daily Dittos

"Anything new in the paper today, George?"

"No, my dear — just the same old things, only happening to different people."—London Answers.